

# interpretations

a newsletter for Arizona's educational interpreters

Spring 2003

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Tom Horne

Superintendent of Public Instruction

## Educational Interpreting Certificate Program

After July of this year, deaf and hard of hearing students in Arizona will begin to see the fruit of their interpreters' participation in the Educational Interpreting Certificate Program (EICP) in Colorado. That's when the first of two cohorts with Arizona participants are scheduled to complete its course work. Those students who demonstrate the core competencies of the program satisfactorily will receive a Vocational Certificate in Educational Interpreting.

Nine individuals from all over the state will be the first in Arizona to complete the program: Kathleen Beilmann, Denise (Shelly) Camp, Lori Hartshorn, Lavern June, Aurora Leivas, Dori Mion (see the article written by Dori on page 3), Cindy Nichols-Fuller and Diana Riford. The Arizona State Schools for the Deaf and the Blind, and the Arizona Department of Education, Exceptional Student Services, applaud the hard work and commitment from these individuals who are about to complete this demanding three-year program. The curriculum combines intensive summer courses on campus at FRCC with a variety of technologies that bring classes right into interpreters' homes. The instructional staff represents the best in the field from the United States and Canada.

At the moment, the future of this unique program stands in question. While the hope is for a continued effort, funding commitments end in 2005 with the course completion of the third cohort of students. However, the possibility of beginning another cohort in August of 2003 does exist. If you are interested, please contact the state representative, Joy Marks, at 602.544.1670 or [jmarks@asdb.state.az.us](mailto:jmarks@asdb.state.az.us).

**interpretations** will provide updates whenever there is anything new to report. For more information about the current program, visit the web site at <http://frcc.ccoes.edu/~doit/>.

Please pass this on to your educational interpreter!

# Educational Interpreter Certification Proposal

Due to the critical need to maintain teacher certification, the educational interpreter certification proposal was not included with the emergency rule-making package that was passed late last year. The proposal has not been forgotten. A meeting was held with the Arizona State Board of Education staff to review statutory authority. A revised draft of the proposal is expected to be available for distribution in April.

*“If Communication goes awry, it affects the intellectual growth, social intercourse, language development and emotional attitudes, all at once, simultaneously and inseparably.”*

*Oliver Sacks, 1989*

# Interpreting workshops benefit students



After attending the interpreter workshops presented by Arizona State Schools for the Deaf and the Blind (ASDB) Desert Valleys Region, a Maricopa County interpreter reports a difference in student performance. The need for fingerspelling key terminology, along with presenting the conceptual sign representation has been emphasized in several of the workshops. The interpreter decided to use this technique within interpreting. For example, instead of just signing “no backbone” for the term “invertebrate” in a science class, the signs were combined with the fingerspelling. This was done not just once, but several times to ensure the student understood both the sign representation and the English word. As a result, the student performed better on the assessment for the unit than in previous units.

**We want to  
acknowledge your  
success!**

Have you recently obtained certification as an interpreter? Or have you accomplished an educational milestone by obtaining a degree? Have you seen a measurable difference in student achievement as your own knowledge and skill level has improved? Please share this information with us. We want to spread the good news. Send information to Joy Marks at [jmarks@asdb.state.us](mailto:jmarks@asdb.state.us) or fax to 602.544.1704.

# A Sturdy Sod

## *Growing the foundation for excellence in educational interpreting*

*By Dori Mion*

Trying to grow a lawn in Arizona is not for the fainthearted. Nor is participating in the Educational Interpreter Certification Program (EICP) offered by Front Range Community College (FRCC) in Colorado! The comparison is uncanny.

The soil in Arizona grows only the hardiest plants; not just any grass seed will take root. In fact, it is often necessary to haul in fertile soil and cultivate it to create proper growing conditions.

The same is true of the EICP. Proper growing conditions have been cultivated by bringing together some of the most experienced skilled specialists from all over the country to teach and mentor. With this in place, the job of “sowing seeds” would seem an easy task. I assure you it is not. Even with good soil, in Arizona the conditions are still harsh. Likewise, the position of educational interpreter is complex and difficult. Careful nurturing is the key to establishing both healthy grass roots and strong educational interpreters. Some undoubtedly fall by the wayside, but those that root result in a sturdy sod!

Now that our cohort has almost completed the program, we are beginning to see the results: The lush grass produced by those who were willing to brave the growing pains of this dynamic program aimed at creating standards of excellence in the field of educational interpreting. Educational interpreters are the grass roots, working together to form a professional alliance that will mature and grow as we continue to raise the personal and professional expectations we hold for ourselves. Throughout these three years, my cohort has shared and examined our field experiences. With the support of our facilitators, each one of

us has gone through the process of defining our professional role in light of what we learned in the program.

I come away with honed skills, a deeper understanding of language, language development, and communication in general. I come away with the knowledge of available resources, educational standards, and professional ethics. In this program, I have developed the confidence I need to be a student, an individual, and a team member. My personal philosophy has been clarified and continues to evolve as I dedicate myself to the learning process. I am indebted to my colleagues for their friendship, humor and patience! Together we have laid the foundation for a sturdy sod, upon which future cohorts can build to make the root system even stronger.

“What’s the point of a sturdy sod?” someone may ask. The answer is simple, and there the allegory must end. To most Arizonans, the effect of a plush lawn is purely ornamental luxury. For the deaf and hard of hearing students that educational interpreters serve on a daily basis, the effect is more practical. Each student who is served has specific developmental and linguistic needs. With access to a wide range of linguistic skills and a well-founded knowledge base provided by the program, the classroom becomes a creative challenge designed by the whole team and guided by the student. This provides a learning environment in which the student can thrive. Equal access is no longer hypothetical; it is practiced.

*Dori Mion has been with ASDB's P-12 co-op for four years as well as a freelance interpreter within the community. It is her goal to acquire the entire Shared Reading Projects library to share with hearing parents of deaf children, especially those living in rural areas.*

# IMPORTANT ANNOUNCEMENT: FREE INTERPRETER TRAINING OFFERED PHOENIX AND TUCSON

During the summer of 2003, the Arizona Department of Education, in collaboration with ASDB Statewide Programs and the University of Arizona, will sponsor two, five-week training classes for interpreters working in K-12 educational settings.

**DATES:** May 29 – June 28, 2003

Every Thursday & Friday, 3 pm to 9 pm and  
Saturdays, 9 am to 3 pm

**LOCATIONS:** Tucson: University of Arizona

Phoenix: Thursdays - To be announced  
Fridays and Saturdays - Valley Center of the Deaf

*\* Summer trainings will be scheduled in Yuma and Flagstaff. Interpreters in those areas will be contacted with further information.*

**REGISTRATION FEE:** FREE

**WHO CAN APPLY:** Class participation is limited to interpreters working in K-12 settings in Arizona. First preference will be given to individuals who have not participated in a previous five-week summer training session.

Accepted participants **must commit** to the entire five-week session, and must attend all parts of the program.

**HOW TO APPLY:** Submit the attached application and return to either the Tucson or Phoenix address depending on your site preference:

Marie Tavormina-Stewart  
University of Arizona  
College of Education – SERSP  
PO Box 210069  
Tucson, AZ 85721-0069  
Phone 520.626.1221  
[mstewart@u.arizona.edu](mailto:mstewart@u.arizona.edu)

Kay Hilder  
4835 E. McNeil Street, Unit #1  
Phoenix, AZ 85044  
Phone 602.285.7290  
[kay.hilder@pcmail.maricopa.edu](mailto:kay.hilder@pcmail.maricopa.edu)

The application postmark deadline is May 2, 2003. You will be notified by May 12th regarding program admission.

**APPLY NOW!!**  
**DON'T MISS THIS GREAT OPPORTUNITY FOR TRAINING IN YOUR STATE!!**

# 2003 SUMMER INTERPRETER TRAINING CLASSES FUNDED BY THE ARIZONA DEPARTMENT OF EDUCATION

## APPLICATION FORM

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(street) (city) (zip code)

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_  
(work) include area code (home)

I wish to attend classes in (check one): \_\_\_\_\_ Tucson \_\_\_\_\_ Phoenix

Are you currently working as a K-12 Educational Interpreter ? \_\_\_\_\_

If so, where: \_\_\_\_\_ How long? \_\_\_\_\_

If not, are you currently interpreting professionally? \_\_\_\_\_

If yes, what type of interpreting do you provide? \_\_\_\_\_

Have you attended an Interpreter Preparation Program? \_\_\_\_\_

If yes, where and when? \_\_\_\_\_

Did you receive a degree? \_\_\_\_\_ (please specify) or certificate? \_\_\_\_\_

Have you participated previously in a five-week summer interpreter training program? \_\_\_\_\_

Please indicate the settings in which you have experience interpreting:

Preschool \_\_\_\_\_ K-3 \_\_\_\_\_ Grades 4-8 \_\_\_\_\_ Grades 9 – 12 \_\_\_\_\_

Other (please specify) \_\_\_\_\_

APPLICATION DEADLINE is May 2, 2003

Applicants for Tucson site, mail applications to:

Marie Tavormina-Stewart  
University of Arizona  
College of Education – SERSP  
PO Box 210069  
Tucson, AZ 85721-0069

Applicants for Phoenix site, mail applications to:

Kay Hilder  
4835 E. McNeil Street, Unit #1  
Phoenix, AZ 85044

# Educational Interpreter Performance Assessment Pilot Project

During the summer of 2001, 40 educational interpreters from around the state participated in the EIPA pilot project funded by a grant from the Arizona Department of Education. Videotape assessments were collected using the stimulus version of the EIPA. Evaluations were performed by Boys Town National Research Hospital. Scores fell within the entire range of zero to five. The average total score for the participants was 2.9. The elementary version was taken by 21 of those participants and the secondary version by 19 participants. Only one participant chose the manually Coded English option, while 14 chose ASL, and the remaining 25 chose Pidgin Signed English (PSE).

Participants were asked to complete a survey at the completion of the videotaping session. Overall, the perception of the experience was favorable. On a scale of one to five, the average response to the question of whether participants would recommend the EIPA as an assessment was 4.3. Additionally, participants were sent another survey with their results to see if perception changed after receiving their scores. Of those who responded, the average response was at the 4.2 rating. The results were favorable regarding the benefit of the EIPA and the

ability of the participants to incorporate the information into their work.

Results of the EIPA demonstrate that there is still a great need for training of educational interpreters around the state. Analysis of the scores show that participants living outside of Tucson or Phoenix tended to have scores one to two points lower. These results suggest that more access to training opportunities such as interpreter preparation programs, workshops, and mentoring have enhanced interpreter skills in Phoenix and Tucson.

The EIPA provides participants with information on their strengths and weaknesses, along with some suggestions for focusing future training. While interpreters often identify vocabulary as a great need, the EIPA assessments show on average that this was actually the greatest strength. Additionally, many interpreters show great concern for their Sign to Voice abilities, and yet this was on average the second strongest area. The weakest area for interpreters is analyzing the overall source message to present it in a clear manner that reflects the salient points and speaker affect. The results of this project were encouraging to the goal of implementing EIPA in the state.



## Do you want your own copy of interpretations?

Contact Cande Barfuss at [mbarfus@ade.az.gov](mailto:mbarfus@ade.az.gov).



# Interpreter testing/assessment news

## National Association of the Deaf (NAD)

As of November 2002, NAD announced that it is no longer offering interpreter certification testing. See articles on their web site at [www.nad.org](http://www.nad.org). As long as current NAD level 3, 4, and 5 certificate holders meet certification maintenance requirements, their certification will be recognized. In fact, on February 1<sup>st</sup>, an agreement was signed between the Registry of Interpreters for the Deaf (RID) and NAD. This agreement allows NAD-certified interpreters to participate in RID's Certification Maintenance Program (CMP) and Ethical Practices System (EPS). This means that NAD interpreters can maintain their certification and is a sign that NAD and RID are working closely with one another for the benefit of all nationally-certified interpreters. Visit [www.rid.org/nadridmarch.pdf](http://www.rid.org/nadridmarch.pdf) for more information.

## Registry of Interpreters for the Deaf (RID)

The next generalist, oral, legal, and certified deaf interpreter (CDI) (English Version) written test will be on June 7, 2003.

The application must arrive at the RID national office by April 25, 2003.

For an application and testing information, visit the web site at [www.rid.org](http://www.rid.org)



Should AZ interpreters wait for the RID-NAD National Council on Interpreting (NCI) test or go ahead with RID certification?

This is a question frequently asked by pre-certified interpreters. Arizona interpreters are in a unique situation in which the NCI test will be free for the first 500 candidates\* due to a provision of the contract between the Arizona Commission for the Deaf and Hard of Hearing (ACDHH) and NCI. However, since it is not known when the NCI test will be implemented, ACDHH's response is similar to that from RID: if you are ready, take the test.

ACDHH is a super site for the RID test. A candidate must first pass the written test to take the performance test. Bear in mind that the ACDHH super site schedule is full from now until May, so reserve your space as soon as you are ready. For testing dates and locations, visit the RID web site at [www.rid.org](http://www.rid.org)

- \* Interpreters who have resided in Arizona for at least the immediate year prior to the NCI testing will qualify for the free test.

## Educational Interpreter Performance Assessment (EIPA)

The first round of testing in Arizona concluded in January. Approximately 20 Arizona interpreters took advantage of this opportunity. The next date for testing is in Phoenix, on the weekend of October 24–26. For more information, and to register, access the Regional Assessment System (RAS) web site at [www.jccc.net/academic/ras](http://www.jccc.net/academic/ras) or call 913.469.8500, X 2788. Slots will be assigned on a first-come, first-serve basis. If you are unable to obtain a slot during one of these dates, you can also check the web site for other states participating in the RAS and select a test date to meet your needs.

## Why take the EIPA?

The EIPA is one method for meeting the proposed educational certification requirements. It is the only option offered in Arizona that recognizes the differences of working in K-12 settings versus work with adults. The EIPA not only provides an overall rating, but also feedback to the educational interpreters on what area(s) of skill development he/she may need further training. Additionally, a report is provided to the state on the professional development needs of its educational interpreters, based on a summary of the state's educational interpreters' test results.

**interpretations** is a newsletter...

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